



Information Related to Title I Requirements for Parent Involvement

What is Important?

If you don't know what's important ...

then everything is important.

If everything is important ...

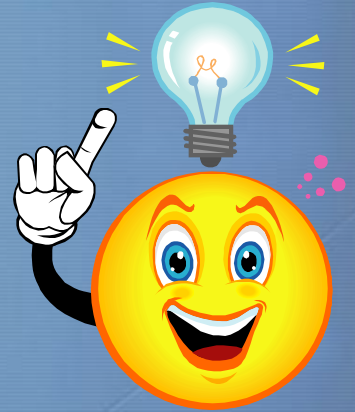
then you try to do everything.

If you try to do everything...

then people expect you to do everything.

Then you don't have time to determine

what's important.



Title 1 Desktop Monitoring

Item #	LEA/School	Topic
<u>#1</u>	<u>LEA</u>	<u>LEA Report Card</u>
#6	School	Schoolwide Plan
#18	School	Targeted Assistance Selection Criteria
<u>#27, 30, 32</u>	<u>School</u>	<u>Parent Notification-School Improvement</u>
#33	School	School Improvement Plan
<u>#35</u>	<u>LEA</u>	<u>LEA Parent Involvement Policy</u>
<u>#37</u>	<u>School</u>	<u>School Parent Involvement Policy</u>
<u>#39</u>	<u>School</u>	<u>School-Parent Compact</u>
#51, 52	LEA	Time/Effort Documents (forms)

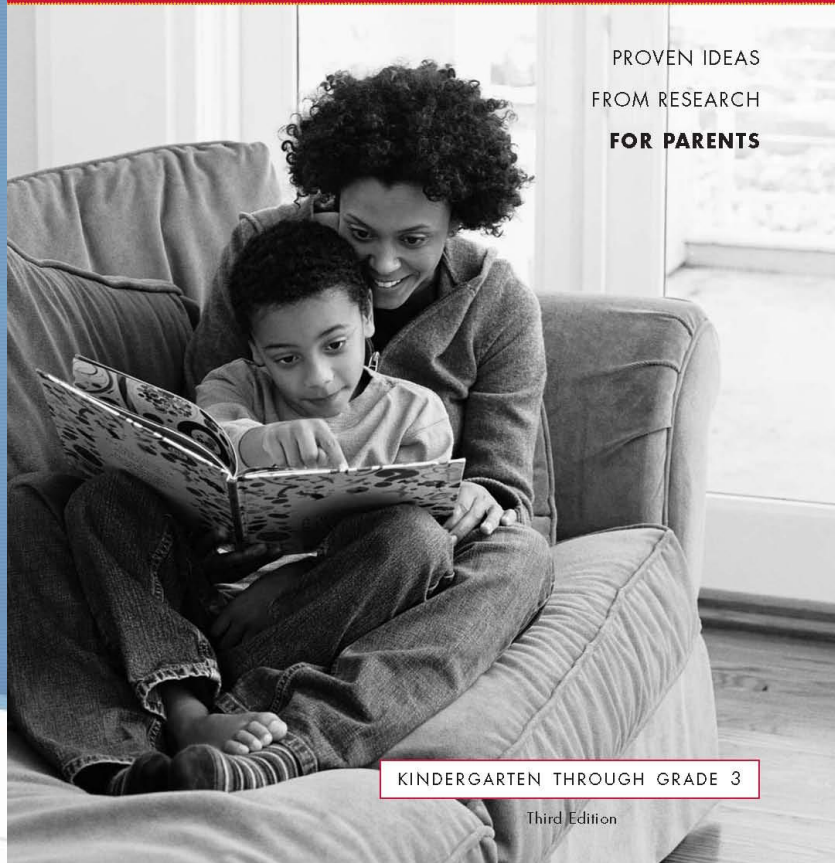
Parents are the child's first teachers.

- ◆ When parents are involved, students achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents' education level. The more extensive parent involvement is, the higher student achievement will be, especially for older students.



A Child Becomes a Reader

PROVEN IDEAS
FROM RESEARCH
FOR PARENTS



KINDERGARTEN THROUGH GRADE 3

Third Edition

DIARY of a Wimpy Kid



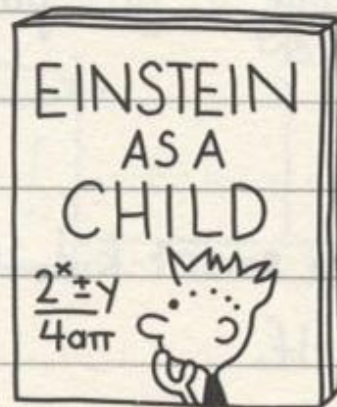
a novel
in cartoons

Jeff Kinney

Friday

Today at school we got assigned to reading groups.

They don't come right out and tell you if you're in the Gifted group or the Easy group, but you can figure it out right away by looking at the covers of the books they hand out.



If “we” all know the research and the challenges, then what are some successful ways for a school/staff to implement the required parental involvement plan?

Look at the research ...

AMOUNT OF TIME SPENT READING AND READING ACHIEVEMENT OF FIFTH GRADERS

Percentile Rank on Standardized Test	Minutes of IndependentText Reading Per Day	Estimated Number of Words Per Year
98	90.7	4,733,000
90	40.4	2,357,000
70	21.7	1,168,000
50	12.9	601,000
20	3.1	134,000
10	1.6	51,000

Source: Richard C. Anderson
Center for Reading, University of Illinois

If children are given a minimum of 20 to 30 minutes per day to read books of their own choosing, standardized test scores should increase, on average, 20 percent.

Ways School Personnel Communicate with Parents

- Web pages
- Newsletters
- Signs outside of the building
- Hall signs in the building
- Church bulletins
- Grocery sack inserts
- Local libraries
- Local newspapers
- Radio spots
- Have school celebrations
- PTO/PTA, volunteers
- Chamber of Commerce presentations/minutes
- Organizations that work with children and families: Examples: Parents As Teacher (PAT) and Parent Information Resource Centers (PIRCs)



Parents must be involved in the following ways:

- 1) Attend an annual meeting to learn what Title I programs include and ways parents can help with the planning of school activities. Offer two sessions.
- 2) Learn about the course of study in their child's grade level, and how skills are assessed.
- 3) Participate in workshops or sessions where materials and activities will be provided to help children improve in their school work.
- 4) Give feedback to schools when solutions to problems are not effective or other concerns have not been met.

Title I Parent Survey

Please circle your response to each of the following items.

- | | | | | | |
|----|---|------|--------|-----------|--|
| 1. | I understand what it means for a school to be a Title I school. | | | | |
| | 1 | 2 | 3 | 4 | |
| | not much | some | mostly | very much | |
| 2. | The principal and teachers at this school welcome me into the building. | | | | |
| | 1 | 2 | 3 | 4 | |
| | not much | some | mostly | very much | |
| 3. | My child's teacher keeps me informed about my child's academic progress. | | | | |
| | 1 | 2 | 3 | 4 | |
| | not much | some | mostly | very much | |
| 4. | I clearly understand the additional help my child may receive when help is needed. | | | | |
| | 1 | 2 | 3 | 4 | |
| | not much | some | mostly | very much | |
| 5. | I am know how I can participate in school activities during the school day and at night. | | | | |
| | 1 | 2 | 3 | 4 | |
| | not much | some | mostly | very much | |
| 6. | I know how I can be involved and helpful in my child's learning at home. | | | | |
| | 1 | 2 | 3 | 4 | |
| | not much | some | mostly | very much | |
| 7. | I clearly understand any improvement efforts the school is making to increase student achievement? | | | | |
| | 1 | 2 | 3 | 4 | |
| | not much | some | mostly | very much | |
| 8. | I attended Parent/Teacher conferences either during the appointed time or through special arrangements with my child's teacher. | | | | |
| | No | | Yes | | |
| 9. | I attended Title I Parent Night? | | | | |
| | No | | Yes | | |



Title I requires that each school served must:

- Develop parent involvement activities that include the following:
 - Convene an annual meeting with flexible scheduling to accommodate all parents
 - Include parents in
 - the planning of activities
 - Inform parents about the curriculum for each grade level
 - Provide materials and training for parents to work with their children at home

The more extensive parent involvement is, the higher student achievement will be.



One requirement is to convene an annual meeting which involves parents in as much planning as possible. Offer at least two choices of meeting times so all parents can participate. Here is an example of a successful parent meeting at Farrer Elementary School in Provo.

WE BOTH READ™

LEVEL
1
GR. K to ONE

The New RED BED

By Sindy McKay

Illustrated by
Erin Marie Mauterer

Take turns reading with
your beginning reader!

Parent's Page →



← Child's Page

LOS DOS LEEMOS™

NIVEL
1
GR. 1

La Cama Colorada

por Sindy McKay

adaptado al español
por Yanitzia Canetti

ilustrado por Erin Marie Mauterer

¡Túrnense para leer!

⊗ Página de los padres →



← Página del niño ⊗



☺ Sam and Ted finally reached the top. And all of a sudden the water was gone. There were blankets and pillows and sheets instead. Sam was back . . .

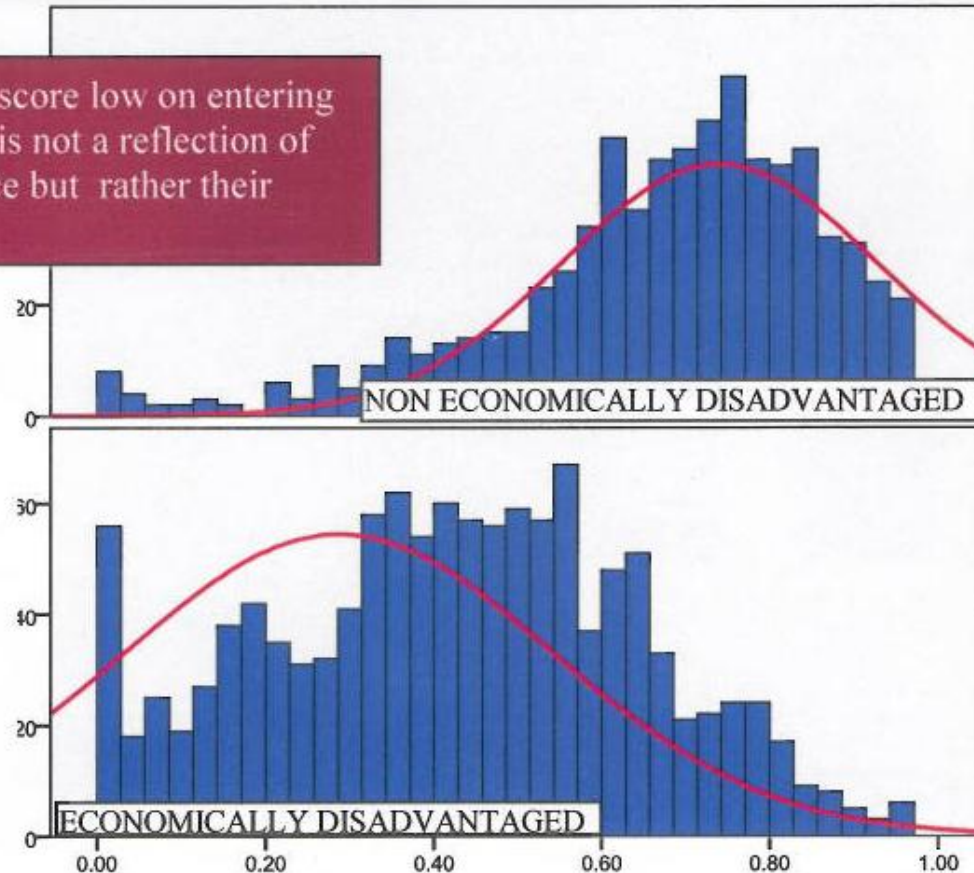


☺ . . . in his new red bed.



THE KINDERGARTEN GAP

When children score low on entering assessments, it is not a reflection of their intelligence but rather their opportunities.



2008-09 SLCSO INCOMING KINDERGARTEN
READING ASSESSMENT (MEAN % CORRECT)

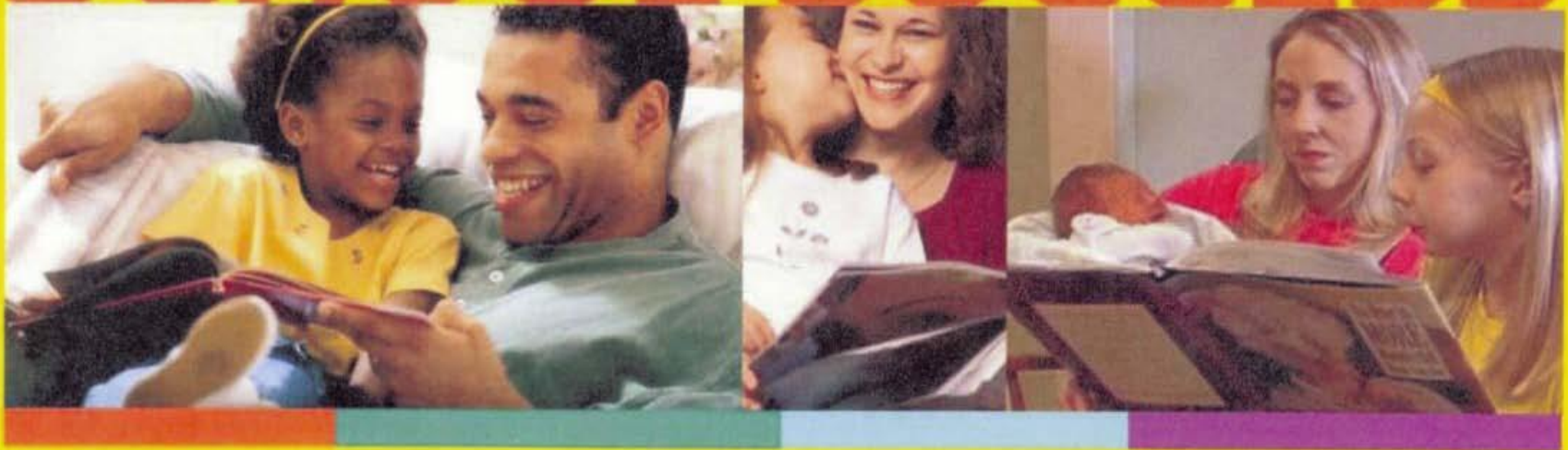
Incoming (fall) Language Arts Assessment

Students begin school with vastly different levels of readiness. Research shows that children enter kindergarten with a range of as wide as five years.



"It's a pleasant place in a lot of ways, Mom, but you wouldn't believe the paperwork."

Preparing Your Child for SCHOOL SUCCESS



Parent & Child | Kindergarten |

Prepared in cooperation with Nebo School District

Utah State Office of Education 250 East 500 South/P.O. Box 144200 Salt Lake City, UT 84114-4200 Patti Harrington, Ed.D., State Superintendent of Public Instruction
Two photos at left ©2007 JupiterImages Corporation. Photo at right with permission of Shauna Whittekind

El niño pequeño buscaba a su perro.

¿Se perdió su perro en el parque?



ENTENDIENDO TEXTO: 15P

Kindergarten Word List

can	for	I
we	like	they
the	go	from
see	to	little
do	are	and
have	for	what
is	you	said
play	this	here
was	he	look
she	has	with
my	they	me

Reading begins with words ...

a	day	if	old	this
after	did	in	on	three
all	do	into	one	to
an	don't	is	or	too
and	down	it	our	two
are	for	just	out	up
am	from	keep	over	us
as	get	kind	people	very
asked	go	know	play	was
at	going	like	put	we
away	good	little	ran	went
back	had	look	run	were
be	has	looked	said	what
because	have	long	saw	when
before	he	make	see	where
big	her	man	she	will
boy	here	mother	so	with
but	him	me	some	would
by	his	my	that	yes
came	house	no	the	you
can	how	not	then	your
come	I	now	there	
could	I'm	of	they	

... and rhymes ...

-ack	-all	-ain	-ake	-ale
-ame	-an	-ank	-ap	-ash
-at	-ate	-aw	-ay	-eat
-ell	-est	-ice	-ick	-ide
-ill	-in	-ine	-ing	-ink
-ip	-ir	-ight	-ock	-oke
-op	-ore	-or	-uck	-ug
	-ump		-unk	

These 37 high-utility rhymes with onsets can make up over 500 primary grade words

... and phrases for fluency.

GROUP 1

the little boy
a good boy
is about me
then you give
was to come
old and new
what we know
that old man
in and out
not up here
good for you
down at work
with his cat
it was new
work on it

Group 2

he is it
I can go
they are here
one by one
good and wet
came with me
about a dog
had a hat
if you come
some good candy
up and down
her green hat
say and do
when they come
so I went

Inform parents about the curriculum for each grade level

- 💧 Summarize the core standards taught at their grade level
- 💧 Describe the assessments each child will take to show proficiency such as DIBELS, teacher-observed student understanding.
- 💧 Provide materials and training for parents to work with their children at home.

FIRST GRADE LANGUAGE ARTS

1

CORE CURRICULUM GUIDE FOR PARENTS

In addition to the skills listed below, family literacy includes shared conversation at home, daily family reading, modeling of good listening and writing activities, and frequent visits to the library.

ORAL LANGUAGE

- Listen to and understand the meaning and purpose of directions, stories, and other information.
- Listen and follow when given several-step directions.
- Speak in complete sentences with expression and understanding.
- Use new vocabulary learned by listening, reading, and talking about ideas.
- Actively participate in show-and-tell, story sharing, and other language activities.

CONCEPTS OF PRINT

- Identify messages in print such as signs, labels, and other environmental print.
- Match oral words to printed words while reading.
- Identify words with the same beginning consonant sounds (*kick, kind, like*) and ending consonant sounds (*eat, big, let*).
- Know punctuation marks, such as periods, question marks, exclamation marks, and use them with expression in oral or silent reading.

PHONICS AND SPELLING

- Hear and count the number of syllables in a word (*re/cess, af/ter/noon*).
- Blend beginning consonants with different rhymes to read new words (*must, just, trust*).
- Identify words with the same beginning and/or ending sound.
- Pronounce the sound of each consonant and each long/short vowel sound.
- Read and write alphabet letters to represent spoken sounds in words.
- Blend letter sounds to read words with consonant/vowel/consonant letters (*d/i/d*).
- Know sounds of consonant blends (*bl, cr, sp*) and digraphs (*th, sh, ch, wh*).
- Know sounds of vowel plus *r* or *w* in words such as *how, car, new, and her*.
- Use letter patterns to sound out and read new words fluently.
- Read grade-level contractions (*I'm, she's*) and compound words (*homework, football*).
- Spell grade-level words, using phonics patterns for many words and visual memory for words that cannot be sounded out (*two, said, are, one, you*).

VOCABULARY

- Use new vocabulary learned by listening, reading, and talking with others.
- Learn the meaning of a variety of grade-level words in stories, information books, etc.
- Increase word knowledge by reading books, word walls, charts, and simple dictionaries.
- Add to word understanding by using the root (base) word and adding prefixes and suffixes in words like *beginning, helpful, and unlocked*.
- Use prior knowledge and context to determine the meaning of new words in stories and other print.

(Continued on back)

SIXTH GRADE LANGUAGE ARTS

CORE CURRICULUM GUIDE FOR PARENTS

In addition to the skills listed below, family literacy includes shared conversation at home, daily family reading, modeling of good listening and writing activities, and frequent visits to the library.

6

ORAL LANGUAGE

- Know the reason for listening, such as to follow directions, get information, or be entertained.
- Show comprehension by following multiple-step directions, clarifying information, giving an opinion, understanding both verbal/nonverbal messages, emotion, and knowing the purpose for listening.
- Speak clearly, in complete and extended sentences, with expression, tone, and subject/verb agreement.
- Know the purpose for viewing media, identify main ideas, determine bias, and separate fact, fiction, fantasy.
- Use a variety of formats when presenting stories and reports, and participating in dramatic activities.

SPELLING

- Use word families, common patterns, some Greek/Latin roots to spell increasing numbers of new words.
- Correctly spell words with roots, prefixes, suffixes, and other word parts (*paragraph, beautiful, whether*).
- Learn spelling of more difficult words, especially those in subject matter, such as *regional, Europe, Asia*.
- Apply what is already known to spell new words, and visualize words to help you remember the spelling.

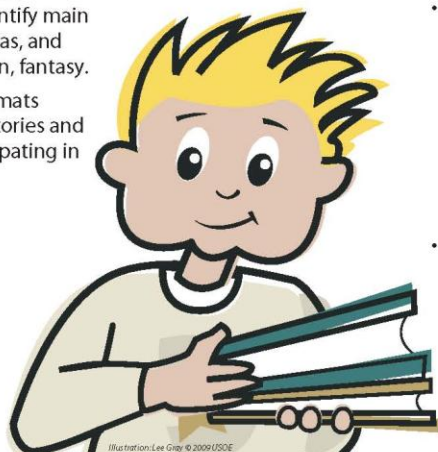


Illustration: Lee Gray © 2009 USOE

VOCABULARY

- Use new vocabulary learned by listening, reading, and talking with others about many topics.
- Learn the meaning of and use a variety of grade-level words from stories, art, science, and other subjects.
- Use dictionaries, glossaries, and other sources to determine the meaning of new words.
- Determine levels of meaning between related words such as *nation, national, international*.
- Identify the meaning of new words using root words and affixes, like *planetarium, spectacular, global*.
- Think of clues in words, sentences, and paragraphs to learn meaning of key words, words with similar meanings (*tools/instruments*), expressions such as "*Cut it out!*" or "*feeling blue*," and some proverbs such as "*A stitch in time saves nine...*" or "*An apple a day keeps the doctor away.*"
- Use context to determine meaning and pronunciation of synonyms, antonyms, homonyms (*threw/through*), and multiple-meaning word such as *figure, object, table, produce*, and other grade level words.

(Continued on back)

MATHEMATICS PARENT GUIDE

By the end of grade two, students understand place value and number relationships in addition and subtraction, and they model simple concepts of multiplication and division. They measure quantities with appropriate units. They classify shapes and see relationships among them by paying attention to their geometric attributes. They collect and analyze data and verify the answers.

THE FOLLOWING ARE SPECIFIC SKILLS STUDENTS NEED TO ACQUIRE BY THE END OF GRADE TWO:

NUMBER SENSE AND OPERATIONS

- Represent whole numbers up to 1,000 in groups of hundreds, tens, and ones using base ten models.
- Read and write numbers 1 to 999 in expanded form.
- Identify and represent the place value in a three-digit number.
- Compare and order numbers using the terms greater than, less than, or equal to, and the symbols $>$, $<$, and $=$.
- Identify odd and even whole numbers.
- Divide shapes into two (halves), three (thirds), or four (fourths) equal parts.
- Divide and identify sets of objects into halves, thirds, and fourths.
- Represent the unit fractions $1/2$, $1/3$, and $1/4$.
- Recall addition and subtraction facts to 20.
- Model addition and subtraction of two- and three-digit whole numbers.
- Write a number sentence to solve a story problem.
- Identify and write addition and subtraction fact families.
- Use properties of addition to model and solve problems – e.g., $(2 + 3) + 4 = 2 + (3 + 4)$.
- Model and illustrate simple multiplication and division problems.

PATTERNS

- Recognize, describe, create, and extend growing patterns.
- Count by twos, threes, fives, and tens and recognize the pattern.
- Recognize the difference between the symbols $=$ and \neq .

(Continued)



MATH

PARENT GUIDE

Third Grade Literacy Skills/Parents

This guide is intended to help you, the parent, understand what your child will be learning and gives suggestions on how to support this learning at home. The first column lists general standards in the Utah State Core Curriculum for Language. The second column, "*Your Child is Learning...*" lists specific literacy skills in that standard. The third column, "*You Can Help at Home ...*" has activities you might do as an important part of their literacy achievement.

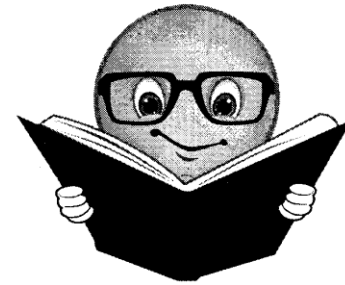
	Your Child is Learning How to...	You Can Help at Home...
Language Skills	Know why we need to listen with understanding and follow simple directions	Teach your child to listen by <i>being</i> a good listener. Give two- and three-step directions like "Get groceries in, put milk away, then..." Praise when he/she does what you asked.
	Speak in complete sentences with expression and have good conversations at home.	Model this in talking with your child, and ask questions that cannot be answered in a <i>yes</i> or <i>no</i> , like "What did you do at recess today?", or "Tell me about that science project at school", and be sure to listen to what he/she says.
	View a variety of media and know the difference between information /entertainment	Point out the difference between news, opinions, and stories. Talk about sports, characters in books, and laugh at jokes!
	Participate in show-and-tell, and other programs at school, and give brief oral reports on what he/she learned in science, social studies, and health.	Encourage your child to share some interesting hobby or family event at school. Help him/her to speak clearly by practicing at home. Retelling a story or giving main ideas in a science report are good activities. Often adding pictures makes it more interesting.
	Your Child is Learning How to...	You Can Help at Home ...
Spelling	Maintain phonic and spelling skills, including word families, learned in lower grades.	Help your child spell grade-level words that rhyme (like <i>any</i> and <i>man</i>), or can be sounded out (like <i>round</i> and <i>found</i>), and combine word parts to spell compound word (like <i>afternoon</i> , <i>without</i> , <i>everything</i>), and plurals (such as <i>boxes</i> , <i>pennies</i>).
	Use root words with prefixes or suffixes to read and spell longer words. Also learn to read and spell plural words and common contractions, such as <i>I'll</i> , <i>we've</i> .	Show how <i>nature</i> changes meaning when spelled <i>natural</i> or <i>unnatural</i> ; <i>beginning</i> needs an <i>n</i> added, and <i>take/taking</i> removes the final <i>e</i> . Have your child make a list of contractions in stories and practice spelling them.

Fifth Grade Literacy Skills/Parents

This guide is intended to help you, the parent, understand what your child will be learning and gives suggestions on how to support this learning at home. The first column lists general standards in the Utah State Core Curriculum for Language. The second column, "*Your Child is Learning...*", lists specific literacy skills in that standard. The third column, "*You Can Help at Home ...*", lists activities you may do as an important part of their literacy achievement.

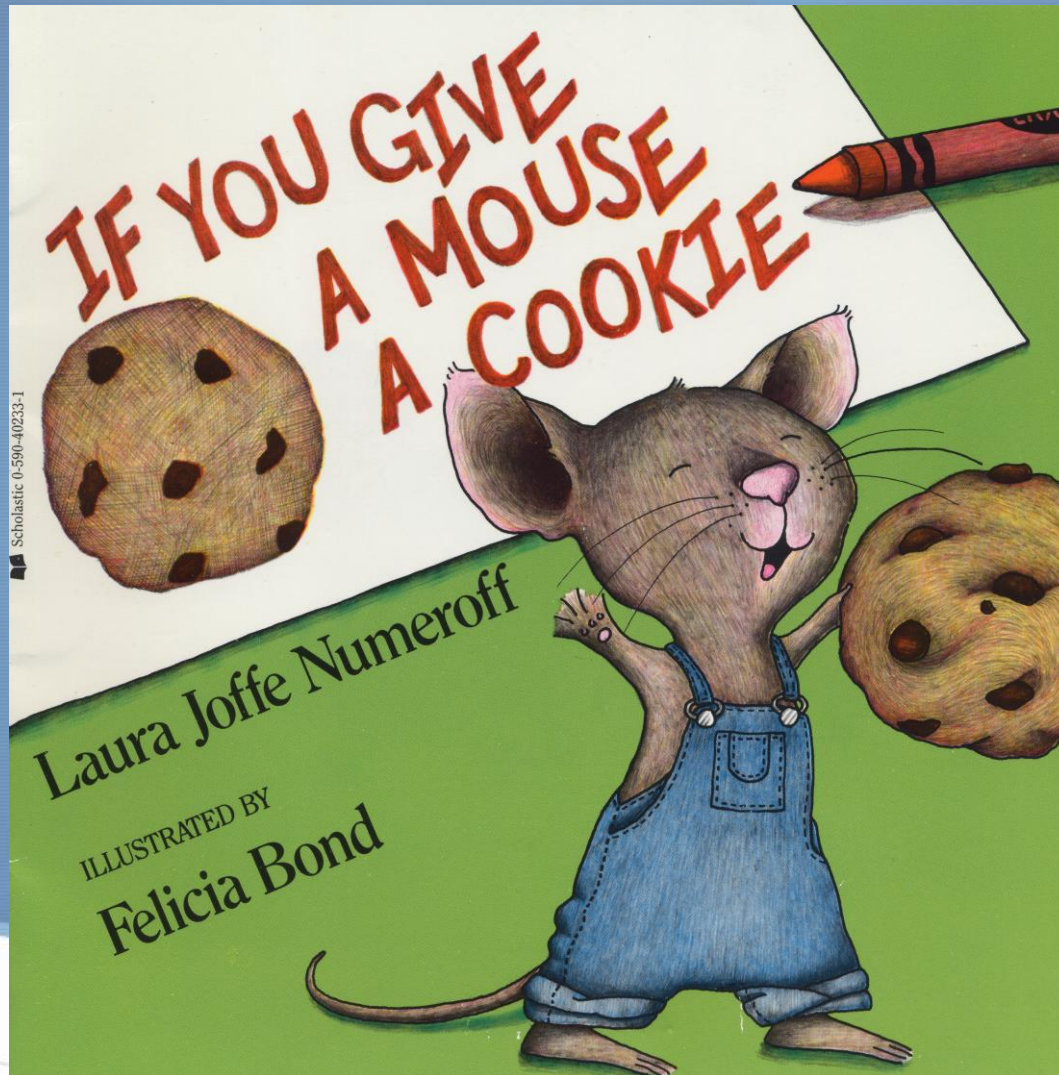
	Your Child is Learning How to...	You Can Help at Home...
Language Skills	Know why we need to listen with understanding and follow multiple-step directions	Teach your child to listen by <i>being</i> a good listener. Give two and three step directions such as, "Call your grandmother, ask her to dinner, and tell her we will pick her up". Praise when they do what you asked.
	Speak in complete sentences with expression and have good conversations at home.	Model this in talking with your child, and ask questions that cannot be answered in a yes or no, like "What are you learning about other states?", or "Tell me about the soccer game today", and be sure to listen to what they say.
	View a variety of media, know the difference between information and entertainment, and identify purpose for watching.	Point out the difference between news, opinions, and accuracy of reports. Talk about current events, sports, characters in popular programs, and enjoy humor in cartoons.
	Participate in class discussions, give oral reports in class on projects they did for science, social studies, or other subjects, and take part in programs at school.	Encourage your child to share a hobby or special collection, talk about some special event with his/her class.. Help him/her speak clearly by rehearsing at home. Retelling a story or giving main ideas in an assigned report are good activities. Using notes helps, and adding pictures often makes a presentation more interesting.
	Your Child is Learning How to...	You Can Help at Home ...
Spelling	Maintain spelling skills, including commonly used words, learned in previous grades.	Spell grade-level words that require phonics and/or combining word parts, and common letter combinations to spell new words.
	Use root words with prefixes or suffixes to read and spell longer words, and to read and spell plural words, compound words, and common contractions..	Show how <i>identify</i> changes meaning when spelled <i>unidentified</i> ; <i>reserve</i> drops final <i>e</i> in <i>reservation</i> . Add plural and compound words such as <i>inches</i> , <i>stories</i> , <i>firewood</i> , <i>himself</i> . Have your child make a list of contractions met in reading, such as <i>wouldn't</i> , <i>they'll</i> , <i>we've</i> , and practice spelling them.

**100
Picture
Books
Everyone
Should Know**



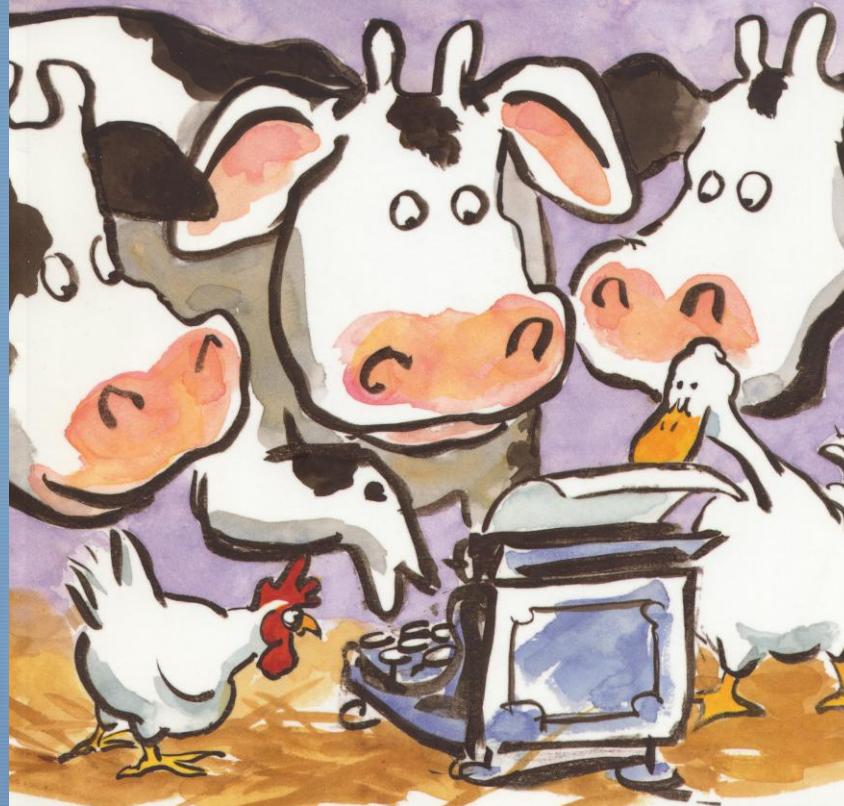
Kids.nypl.org/reading/recommended2

How many have you read?



CLIC, CLAC, MUU Vacas escritoras

Doreen Cronin Ilustrado por Betsy Lewin

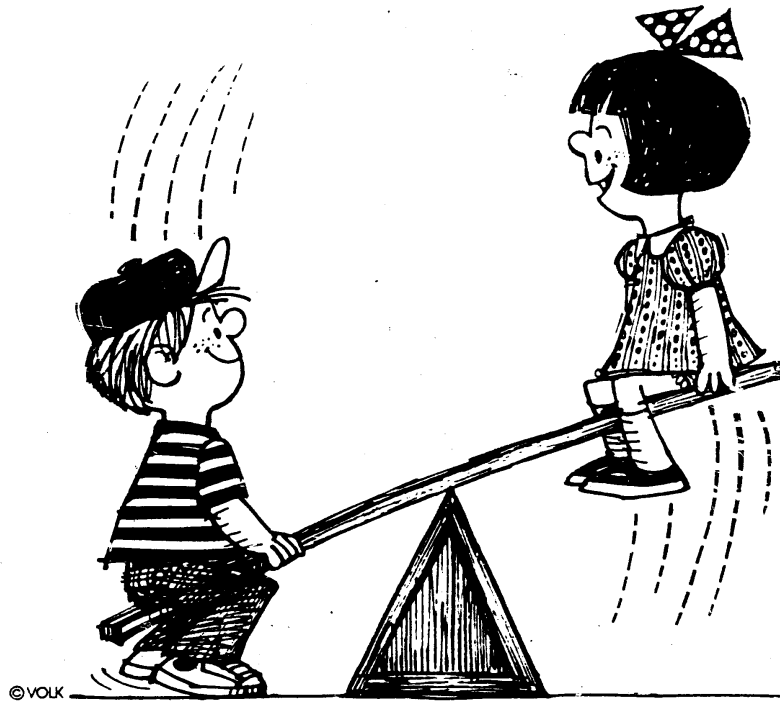




**You don't have
to read every day...
Just on the
days you eat.**

FOOD FOR THOUGHT:

*Some books are to be tasted,
others to be chewed and digested ...
Develop an appetite for books!*



**"I CAN HARDLY WAIT TO GROW UP AND
LIVE HAPPILY EVER AFTER!"**



BY

When my parents
fight I get scared and
some times I lay in my
bed just saying
please stop fighting and
some times I feel
like jumping out
of my bed and saying
stop! And when I'm
laying in my bed I
shake a lot. And it hurts
my feeling.

Shelly

10 things I could
not do 5 years ago

1. Could not run fast.
2. Could not read.
3. Could not write.
4. Could not ride a bike.
5. Could not go to school.
6. Could not hit a baseball.
7. Could not play alone.
8. Could not play soccer.
9. Could not play baseball.
10. Could not take
Communion.



everychild. one voice.



PTA
everychild. one voice

2 S Greenpine Drive - SLC, UT 84123 | 801-261-3100 | 866-PTA-UTAH

Search UtahPTA.org:

Search

me
Members Only **NEW!**
lendar
pectives Magazine
A in the News
out Utah PTA
resident's Message
board and Staff
olicies
istory
AQ
contact Us
ah PTA Programs
eflections
rts Education Grant
TA Awards
et Connected
eading = Succeeding
ead Today
lift Utah
ah PTA Events
adership Convention
oad Trip
attle of the Bands
vacy
dvacy Conference
ah PTA Resolutions
rust Lands
ah PTA Commissions
ommunity Involvement
ducation

Utah PTA - Home

Welcome to UtahPTA.org

Utah PTA is a non-profit grassroots child advocacy organization made up of parents, teachers, and students. Utah PTA is an affiliate of National PTA and is organized in Utah at local, council, and state levels.

For more information about the Utah PTA, including our mission, policies, history, and more, please visit the Utah PTA About Us page.

Utah PTA in the News

VIDEO: Kids spend day with dads and donuts at reading event - 9/29/2010 **NEW!**

Dads' participation at Magna school soaring - 8/21/2010

Magna Elementary seeking a few 'superheroes' - 8/18/2010

VIDEO: Need for Summer Break - 8/8/2010

PTA: More than a mom thing - 5/17/2010

>> View All 24 News Articles



Click here to register for the 2010 Advocacy Conference

For schedules and agendas, please visit the Utah PTA Advocacy Conference 2010 page.

Join the Read Today Reading Challenge



Utah PTA Login **NEW!**

Username:

Password:

☒ Remember me

☒ Auto-login

Need Password?

Utah PTA in the News

VIDEO: Kids spend day with dads and donuts at reading event - 9/29/2010 **NEW!**

Dads' participation at Magna school soaring - 8/21/2010

Magna Elementary seeking a few 'superheroes' - 8/18/2010

>> View All 24 News Articles

Membership Benefits



Utah Family Partnership Network

Utah's Parent Information Resource Center (PIRC)

Home

Locations

Trainings

No Child Left Behind

Resources

Contact Us

“Helping Families and Schools come together for student success.”

Friends & Partners

- › [Utah PTA](#)
- › [US Department of Education](#)
- › [Utah Parent Center](#)
- › [Ready! Set! School!](#)
- › [Family Education Plan](#)

Welcome to the Utah Family Partnership Network!

Our Mission:

Supporting families, assisting schools and connecting communities

The Utah Family Partnership Network helps families and schools come together for student success. Our centers contain hundreds of resources on parenting, discipline, early literacy, helping with homework, dealing with learning disabilities, understanding your child, plus educational and health information.





Program Statistics

108
Patrons enrolled
in
Family Literacy Program

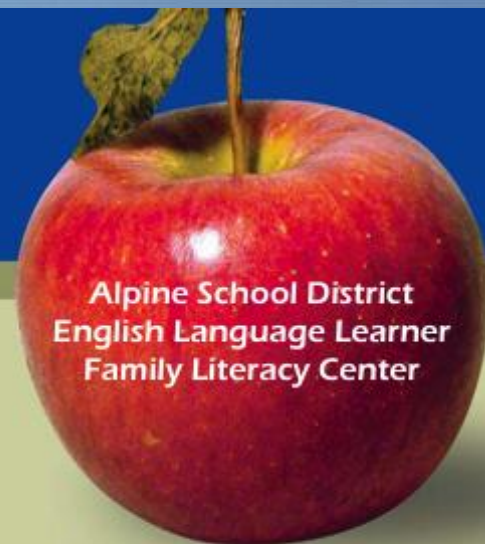
40
Students on
waiting list

45
Children participating
in
childcare center

40
Computer stations in lab

12
Part-time personnel

Educating Generations



Alpine School District
English Language Learner
Family Literacy Center

*Patricia, Gabriela, and Gabriel are
models of lifelong learning and teaching
for grandparents, parents, and children
the Alpine Family Literacy Center
community.*



Alpine School District
Alternative Language Services
801-610-8521
Murph009@alpine.k12.ut.us

- ❖ Promotes family literacy
- ❖ Facilitates multi-leveled adult English classes
- ❖ Provides computer skills courses
- ❖ Offers educational environment for children

Changing communities through education

Family Literacy

In May 2009 the Orem community celebrated 80 adult students and 40 children who attended the Family Literacy Center program. Many of these same families are continuing their education in the Center's second year as a result of a generous state grant.



The Alpine School District

English Language Learner Family Literacy Center (FLC) at Orem Junior High provides parents with scaffolding to participate in their children's education to promote academic achievement. Some of the tools the FLC offer parents include multi-leveled adult English classes, computer skills courses, a supportive childcare center and a task-based curriculum that targets improved family literacy. Patrons make time two evenings a week to improve their English and learn how to be more involved in their children's education. Recently, Tania, a parent patron indicated how vital this program is for her family, "My son has autism and I coming to learn more English to help him in his therapy. I need to have more communication with his teachers."



"For me, this is the first class I'm able to attend with childcare. It's helping my whole family learn together. I am very thankful to the Alpine School District and the State of Utah. Thank you." - Ana



FLC Childcare: Learning for the whole family

The qualified and caring childcare staff provide educational activities, dance, crafts, singing, and a homework/reading center for the children of parents who participate in the FLC program Tuesdays through Thursdays. Program statistics show that "parents who [take] advantage of our childcare center [have] a very low attrition rate." The well-structured learning environment is a key to the success of the Family Literacy Center because it makes learning a family matter.

Parent Progress

"I am so happy because my daughter [gave] me the grades and she has 3 or 4. When she start [this program] she just have 2. Now in six months she has great grades." Vicenta

"Every day I read with my son and I understand more every time." - Leticia

"I used the Internet by myself and I found what I was looking for!" - Elsa

"Now I understand more a teacher when she needs to tell me something about Leo." - Claudia

"I believe that our community needs to learn English for our benefit and that of our kids, who are the future of America." - Octavio





DAVIS COMMUNITY LEARNING CENTER

Successful Children
Thriving Families
Vibrant Communities

Our Mission

- The mission of the DCLC is to promote the value of learning, self-worth among students and adults in the community and provide a network of services which will facilitate quality performance among students, families and community members to enhance their cohesive productive and responsible participation in society.



Parenting Workshops

- ❑ Parenting for Academic Success and Parent Workshops/Support Group in Spanish
- ❑ Love and Logic in Spanish
- ❑ Successful Children
- ❑ Financial Literacy
- ❑ Incredible Years
- ❑ Lucy Lopez is employed through the literacy grant to increase parent engagement.
- ❑ Last year we served 85 individuals in parenting classes or workshops.



Utah Parent Center

- ❑ Providing a free, private consultation in person or over the phone regarding questions or concerns with the special education process.
- ❑ Providing information on the IEP process and your rights and responsibilities under IDEA.
- ❑ Connecting you to resources and support through the community.
- ❑ Providing information regarding specific disabilities.
- ❑ Providing workshops on section 504, IEP meetings and providing support during IEP meetings
- ❑ Served 278 individuals.

Davis Behavioral Health

- ◆ Full-Time Therapist (United Way of Salt Lake)
 - ◆ Therapy is provided to low-income individuals/families that do not qualify for government funding or have insurance.
 - ◆ Served 50 Individuals
- ◆ Family Resource Facilitator (Literacy/DBH)
 - ◆ The FRF is an advocate for individuals and families in getting access to the services that they need. They help identify community and natural supports that can become a part of solutions to problems that a family might be experiencing
 - ◆ Served 206 Individuals

A Toolkit for Title I Parental Involvement



NATIONAL CENTER FOR FAMILY AND
COMMUNITY CONNECTIONS WITH SCHOOLS

Advancing Research, Improving Education

SEDL

U.S. DEPARTMENT OF EDUCATION



PARENT POWER

BUILD THE BRIDGE TO SUCCESS



Parents are the child's first teachers.

- ◆ When parents are involved, students achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents' education level. The more extensive parent involvement is, the higher student achievement will be, especially for older students.

